



## So, what is actually happening...?

- From Student documentation there was some evidence of interventions and environmental adaptations.
- However, very limited evidence of assessment/planning with these interventions in mind

# How are Schools meeting the needs of students who have a Cortical Vision Impairment?



## The very forward.....

- The student met the diagnosis
- Integration of CVI
- "Visual" support
- Transfer of collaborative meeting between VPE and school staff
- Considering the planning assessment and curriculum
- New research in this area (particularly practice based research)

Photo source: [Shutterstock](#)

Cortical Vision Impairment (CVI) is a temporary or permanent visual impairment caused by damage to the brain. CVI is often poorly understood and may not always be diagnosed. For those reasons the implications for students who have a CVI may not always be fully appreciated by school staff or reflected in their curriculum programming and assessment.

A description of CVI suggests characteristics that help to guide the assessment and intervention for students with students as part of their educational programme (Harris-Lacey, 2009).

The unique set of needs demonstrated by students who have a CVI often make it difficult for teachers and others to know how to best support their learning. The needs of students who have CVI are not always well understood and as a result, the needs of these students are often not met. The needs of these students are often not met. The needs of these students are often not met.

Understanding the environment, teaching methods and teaching materials to what a student can see is essential. But one has to be able to understand their visual condition and (dis)ability, including the world at the student level of, and responding accordingly (Gallagher, 2009).

## Programmes, curriculum and assessment

"We are sitting on the fence, a lot of everything" Assessment was noted to be a more ecological process than just using assessment tools; "observation is the main thing - it's all you can do and in lots of different situations" Very little evidence of formal planning regarding student programmes and assessment

## Focus Groups

### Knowledge of CVI

"It's hard to diagnose ... but they can improve"

"One of the complications for our students is that they are so profoundly disabled. There are a lot of other things going on as well as this so it is difficult pinpointing exactly what is caused by the vision issue and what is a processing issue, a physical issue, an inability to do something or something else".

## The school Principals

All three principals were able to provide a good definition of CVI. Assessment and curriculum had a problematic area for the principals and each one expressed their struggle to find a system that could meet all the needs of their students

"The school curriculum doesn't allow for us to adapt to the student who we can't see to help them. We have to adapt the curriculum to the student who we can't see to help them. We have to adapt the curriculum to the student who we can't see to help them."

"The level of knowledge amongst the participants about Cortical Vision Impairment and its impact on student learning."

"The programme, curriculum and assessment methods used by the schools."

"The level of knowledge of specific interventions for CVI and evidence of these interventions in the students' programmes, IEPs or other school documentation."

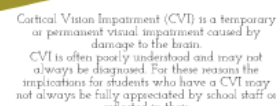
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As a result, it is not surprising that the authors conclude that the use of the "three strikes" law is not a cost-effective way to reduce the crime rate. The authors also note that the law is not a deterrent to crime.

[illegible]

Thank you for referring. 😊



'The national curriculum doesn't cater for us - except in the broadest sense, so we have to take it and develop it. We always have to adapt the curriculum around for our purposes and for our students'.




These qualitative methods enhanced the level of understanding of the key findings and interviews through long short of 2 hours (approx) interviews. The aim was provide more insight into what is going on in the interviews a lot in these activities and to provide some direction a recommended for the future.

- semi structured interviews
- focus group discussion
- Ethical considerations, seeking permission, anonymity and confidentiality

# How are Schools meeting the needs of students who have a Cortical Vision Impairment?






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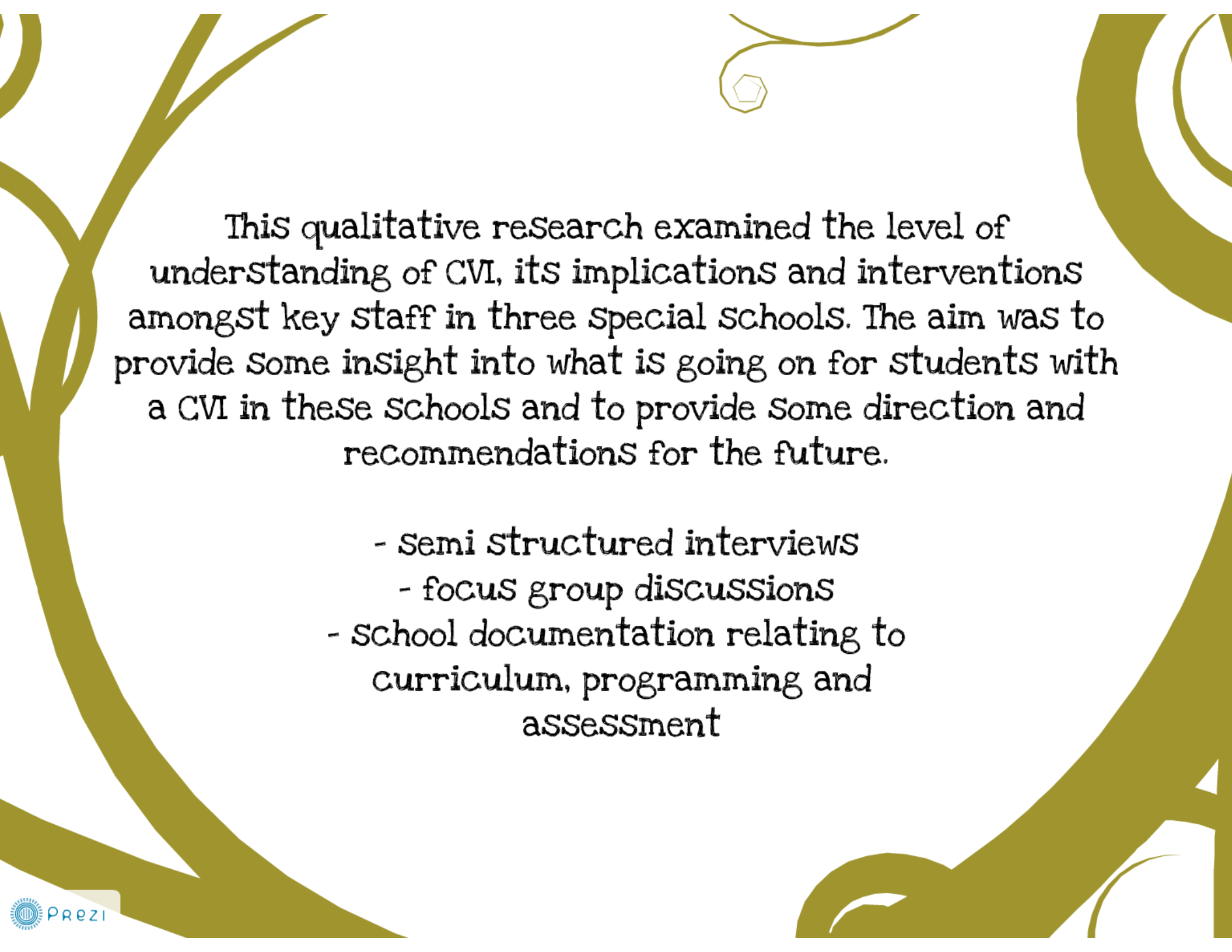
A diagnosis of CVI suggests characteristics that help to guide the assessment and strategies for intervention with students as part of their educational programme (Roman-Lantzy, 2007).

The unique set of needs demonstrated by students who have a CVI can make it difficult for teachers and others to know how to best support their learning. For those learners who have additional needs as well as a vision impairment the issues are even more complex as many different factors must be considered in the design and delivery of their educational programmes.

Matching the environment, teaching methods and teaching materials to what a student can see is essential. This can be achieved by understanding their visual condition and capabilities, imagining the world as the student sees it, and responding accordingly (Dutton, 2009).







This qualitative reSearch examined the level of understanding of CVI, its implications and interventions amongst key staff in three Special Schools. The aim was to provide some insight into what is going on for students with a CVI in these schools and to provide some direction and recommendations for the future.

- Semi structured interviews
- focus group discussions
- School documentation relating to curriculum, programming and assessment

? The level of knowledge amongst the participants about Cortical Vision Impairment and its impact on student learning.

? The programmes, curriculum and assessment methods used by the schools.

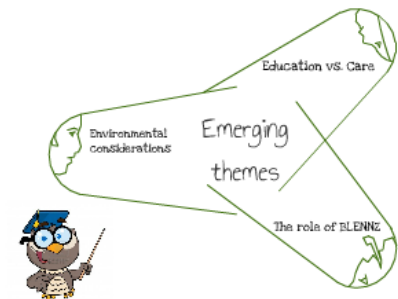
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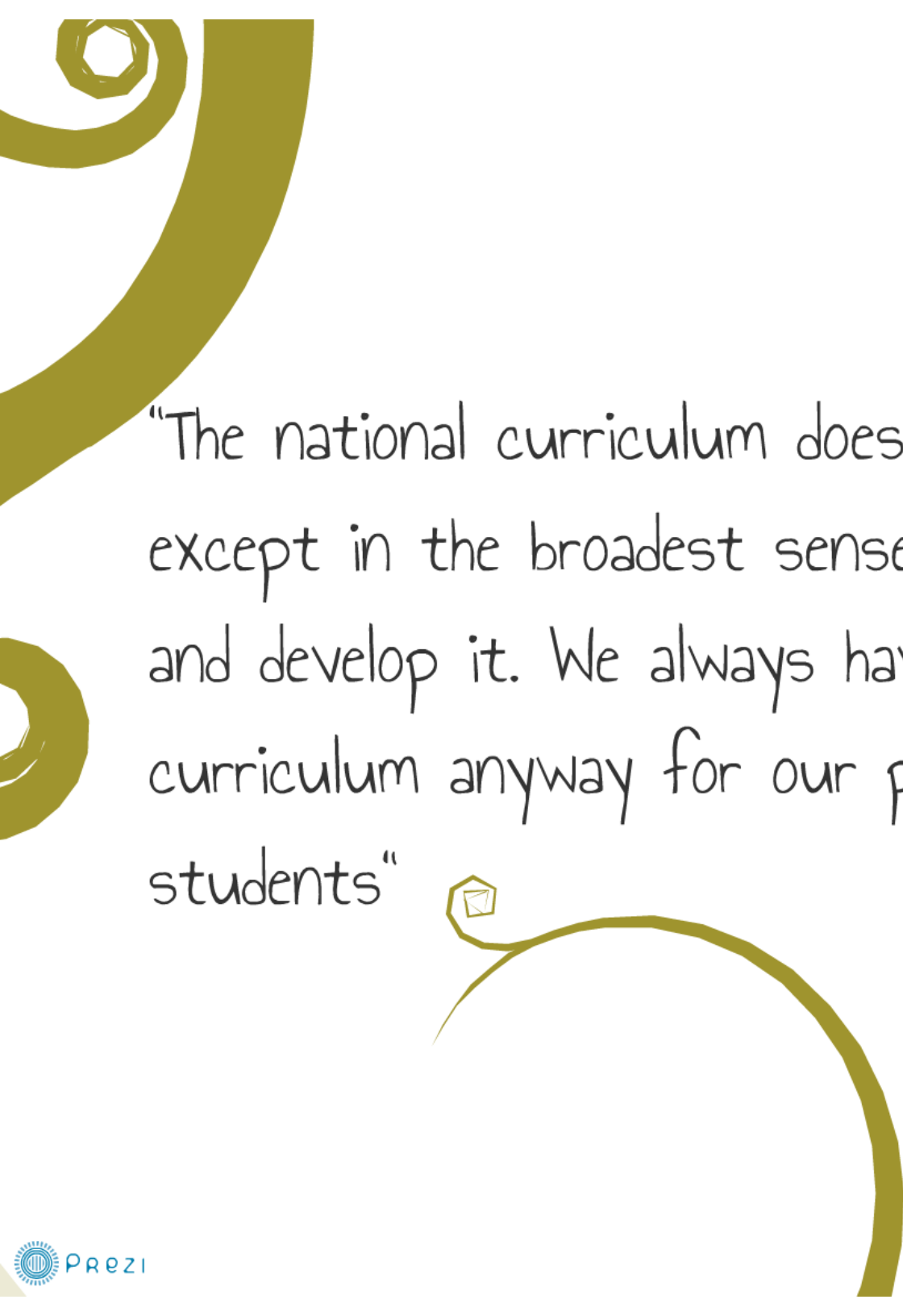


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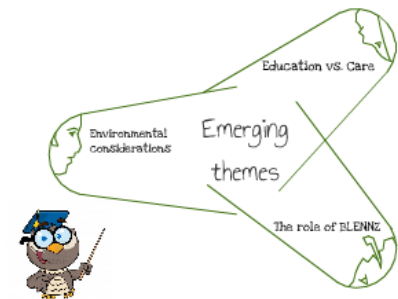


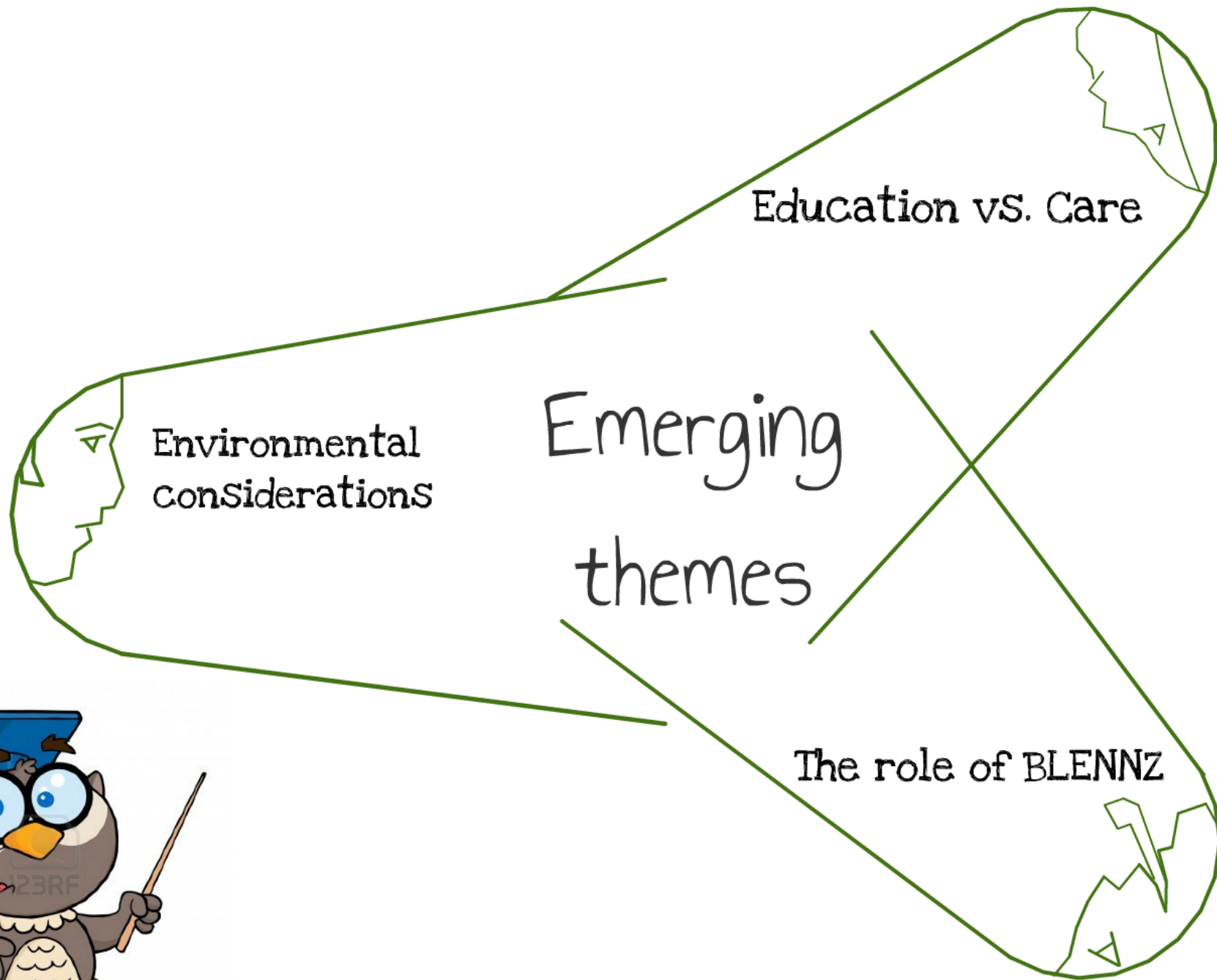
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## Focus Groups

### Knowledge of CVI

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## Programmes, curriculum and assessment

"We are sitting on the fence, a bit of everything"

Assessment, was noted to be a more ecological process than just using assessment tools; "observation is the main thing - it's all you can do and in lots of different situations"

Very little evidence of formal planning regarding student programmes and assessment



Knowledge of specific interventions for students who have a CVI.

The participants in the focus groups expressed their knowledge of a range of strategies to assist students who have a CVI. This was very rich and valuable data as it illustrated the everyday interventions that were taking place for students.

The key intervention highlighted by the groups was the need for a multi- sensory approach.

## CVI

Fluctuating vision  
Light-gazing / non purposeful  
gazing

Visual field impairment

Need for movement

Colour preference

Preference for the familiar

Difficulties with visually guided  
reach

Difficulty with visual complexity  
/ clutter

Visual latency

Impaired recognition

Difficulty with distance viewing

# Focus Groups

Perceived need for  
resources and  
guidance

## Emerging themes

Misconceptions  
about the CVI  
range

The role of school  
staff as specialists



## So, what is actually happening...?

- From Student documentation there was some evidence of interventions and environmental adaptations.
- However, very limited evidence of assessment/planning with these interventions in mind





## The way forward?.....

- ★ The student, not the diagnosis.
- ★ Anticipation of CVI
- ★ "Practical" support
- ★ Promotion of collaborative teaming between RTVs and school staff
- ★ Consistency in planning assessment and curriculum
- ★ More research in this area (particularly practitioner based research)



Thank you for listening



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# How are Schools meeting the needs of students who have a Cortical Vision Impairment?



## The way forward.....

- For student not the diagnosis
- Participation of CVI
- Specialist support
- Promotion of collaborative working between IEPs and school staff
- Consistency in planning, assessment and curriculum
- More research in this area (particularly practitioner based research)

Thank you for listening  
from the public - 10/10

Assessment and planning with these in mind



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This presentation contains the level of an understanding of CVI, the implications and interventions amongst say that in these areas research the use in schools more widely and planning in the difficult with a CVI in those schools and for practice those directors not recommended for the future

and structured education  
- Special group educational  
- School programmes in CVI, by  
- National curriculum programme 1992  
- Assessment

The national curriculum doesn't cater for us, except in the residual cases we have to take it all, looking in the future how to adapt the curriculum across for our purposes and for our students